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ABSTRACT

The ideas, approaches, and issues guiding the efforts at principal reform are described in the following areas: (1) generic management skills or instructional leadership; (2) teaching experience as a requirement for the principalship; (3) restructuring principal preparation programs; (4) evaluating competency and proficiency; and (5) selection process. The state's proposed certification process is summarized, and within this context, the concepts, proposition statements, and rationales to reshape the principalship in New Jersey are presented. The conceptual framework consists of the following affirmations: (1) the role and function of the principalship is unique; (2) management functions exist to support the principal's role as educational leader; (3) teaching experience is an essential component of the principalship; (4) reshaping the principalship is a collaborative effort among state organizations; (5) graduate preparation programs for the principalship must include academic and performance-based programs; (6) specific state certification requirements need to be developed; (7) efforts must continue for professional development; and (8) a well-structured and more objective selection process for the principalship will enhance the profession. The appendixes list the 12 skills of the National Association of Secondary School Principals (NASSP) Assessment Center Program and sources of additional information. A list of more than 50 bibliographic and suggested reading citations conclude the monograph. (MLF)

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A New Balance:

Reshaping The Principalship

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A Report to the Profession

Sponsored by the New Jersey Principals & Supervisors Association

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A New Balance:

Reshaping the Principalship

By
Edythe A. Miller

A Special Report to the Profession
Sponsored by
New Jersey Principals
& Supervisors Association

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PREFACE

This monograph represents a cumulative effort by the New Jersey Principals and Supervisors Association (PSA), a statewide professional organization of almost 5000 principals, assistant principals and supervisors, to respond to the realities of the changing nature, the increase in emphasis and the needed reforms in the selection, preparation, certification and continued professional support of principals.

In recognition of the national focus on school leadership and anticipating national and state initiatives in principal certification, PSA developed an action plan which included a survey of research, membership input, preparation of special advisories and information sharing. This monograph is an aggregate of all four tasks and will provide PSA and its members with a foundation from which to be leaders and proactive agents in advancing the profession and assuring the quality of the men and women who will shape the principalship of the future.

We offer this monograph as one professional association's interpretation of what the second wave of reform with the changing demands and focus on the principalship means to the practicing and prospective principals.

Section 2 examines the realities and admonitions associated with a changing pool of principal candidates and a reshaping of the role, functions and skills in the principalship. The next section examines the components of reform directly affecting the principalship, ie. certification, and suggests concerns to be addressed and convictions to be expressed and implemented. The message we hope to share is a strong belief in the importance of the profession of the principalship and a call to principals individually and collectively to meet the

challenge of this second wave of reform, to provide the leadership at the local and state levels to assure the quality of our chosen profession, and to demonstrate our commitment to strive for excellence in education through positive change.

Hopefully, readers will find the material thought provoking, stimulating and comprehensive and will be inspired to action. You can read it in one sitting, but we encourage you to discuss it over a period of time. If this document helps you strengthen your commitment to the profession of the principalship, our schools and children will reap the rewards and we will have fulfilled one of our objectives.

Harvey L. Casey, Ed.D,
President

Henry L. Miller,
Executive Director

ACKNOWLEDGEMENTS

Almost three years ago, the New Jersey Principals and Supervisors Association initiated a study of the certification of principals. The Certification Committee, chaired by Edward Watts, a past president of PSA, presented a paper to the governing body of the Association which revealed that certification was like the tip of the iceberg. Based upon this paper, and due to the leadership and foresight of Henry L. Miller, Executive Director and the PSA Cabinet, PSA realized that a comprehensive review of the future of the principalship was needed and that the state association had a responsibility to its members and the profession to assume a leadership role in reshaping the principalship in New Jersey. One outcome of this commitment is this monograph. A special acknowledgement must be given to Henry Miller for his foresight and for the direction given to assure that this monograph would represent a substantial contribution to the profession.

One individual became almost as engrossed in the research and writing of this monograph as this author. Walter W. Chesner, Associate Executive Director of PSA, gathered references and materials, contacted national educational figures, and provided guidance and constructive criticism throughout the process. His knowledge of the profession and experience as a principal surfaced often during the feedback sessions and readings of multiple drafts. His leadership and confidence were greatly appreciated.

The officers and cabinet of PSA are to be acknowledged for their consistent support of this project from its conception. Special acknowledgment is given Harvey Casey, President of PSA, for his leadership and support throughout this project and for his insight into the future of the principalship. A spe-

cial note of thanks to Arthur Ranges, President-elect for his assistance with the first draft of the monograph.

Two national educational figures deserve special recognition for their support and assistance in the research phase of this project. Dr. Scott Thomson, Executive Director of the National Association of Secondary School Principals, provided research abstracts and compiled an impressive file from outstanding educators on the value of teaching experience as a requirement for certification. Dr. Samual Sava, Executive Director of the National Association of Elementary School Principals, also provided valuable research materials and full support to the project.

A special note of appreciation goes to Paul Hersey, National Director of the NASSP Assessment Center, for his sharing of information on the Center's design and purpose and to Lenor Hersey for providing clarification on the Springfield Development Program from NASSP. To Edward Watts, Albert Bobal and Martin Olech, a special note of appreciation for their initial research for the PSA Advisories on the assessment process, the degree requirement and the internship.

Two individuals demonstrated calm under pressure and were essential to the preparation and realization of this monograph. To Angelica Lapo who typed and retyped drafts and to Denise DeVitis, Director of Communications for PSA, who supervised the design and production of the monograph, a very special note of appreciation for your assistance and patience.

Edye Miller
October 28, 1987

SECTION I

The Principalship and Educational Reform

1983: A Landmark Year For Education

A Second Wave of Reform

Challenge the Curl or Ride the Wave?

SCHOOL LEADERSHIP WILL BE THE KEY INGREDIENT OF THIS SECOND WAVE OF REFORM.

Time for Results: The Governors' 1991 Report On Education, (p. 51).

1983: A LANDMARK YEAR FOR EDUCATION

It began with A Nation At Risk--the first of many reports on the status and future directions of education in the United States. Not since the late 1950's and the launching of Sputnik has this nation been so concerned with education. These "national reports" grew from the research and work of diverse commissions--public, private, educational, governmental, business--all of whom had studied various elements of the present and future of education. Although the scripts and actors varied, a common theme emerged: To achieve excellence in education, reforms were needed. The literature was typified by calls for reforms in delivery of instruction, standards of quality in student achievement, teacher expectations and compensation, functions and roles of the players including parents and citizens at large, and state action with increased emphasis on research as a basis for planning.

Governors of the 50 states took up the challenge of educational reform and made education their first priority because traditionally and legally public education is a state responsiblity. One of the most prominent and active governors has been Thomas Kean of New Jersey.

In 1983, Governor Kean revealed his "Blueprint for Educational Reform." Within four years, New Jersey has abandoned a minimum basic skills test for a more demanding High School Proficiency Test, increased High School graduation requirements, increased teacher's minimum salary through state subsidy, created an alternative route for non-education majors to become certified teachers, implemented standarized testing for teacher certification, channeled millions of dollars into urban educational programs, instituted a state "Academy" for teachers and school leaders, founded "Governor's Schools" (summer institutes) for gifted and deserving students, endorsed citizen and parent action groups and attempted legislative action to have the state take over "bankrupt" schools. Even now, Governor Kean is planning his next move to assure excellence in education for New Jersey's students.

A SECOND WAVE OF REFORM

Joslyn Green, in writing for the Education Commission of the States, notes that the second round of reforms must address omissions in the initial efforts. Where the first wave of reforms focused on problems in education, teachers, and calls for state action, the second wave has begun with optimism and specific suggestions on how to improve. (Green, The Next Wave) Not quite a trend but certainly a focus, the second wave is stressing the local schools and their leaders--the school principals.

In response to the question as to what one thing could be done to improve schools today, Chester E. Finn, Jr., Assistant Secretary of Education, said he "would hire the best principal I could find and then give that person ample authority and heavy responsibility. . . . Leadership is among the crucial elements in educational success." (Principal Selection Guide p.1).

In A Time for Results, the nation's governors reported that "school leadership will be the key ingredient of this second wave of reform." (p. 51) Governor Bill Clinton in Speaking of Leadership, a follow-up report to A Time For Results, stressed the need for leadership from all professionals in the school setting but reemphasized that the "School Leader" is the principal.

The National Commission on Excellence in Educational Administration presented a critical but comprehensive report outlining reforms necessary in preparing, certifying and selecting our school leaders. (Leaders for America's Schools).

The Southern Regional Education Board posed specific recommendations to higher education, states and school districts to prepare, select and develop effective school principals. (Effective School Principals).

The above illustrate that though they are diverse, all groups concentrate on the school principal as the key to excellence in education. These are only reports. What real action is occurring? Are States responding? Are principals engaging in efforts to revitalize and advance the profession and its constituents? What actions should individual principals and professional principal associations take?

State departments of education are responding to their legislative mandates or administrative directives in a variety of ways. In 1983, The Florida Council on Educational Management, created by the legislature through the Management Training Act, developed and implemented a comprehensive plan for improving the principalship which emphasized competencies in a performance-based certification program. The state of Maryland viewed all aspects of the principal's career path and developed an extensive program to improve the effectiveness of school principals. Using the validated Assessment Center Program of the National Association of

Secondary School Principals, South Carolina has implemented statewide assessment of 12 generic skills specific to school principals. Michigan, which has no licensing requirements for principals, superintendents, or any administrators, is mandated by law to develop certification requirements by July 1988. The Michigan State Board of Education is currently reviewing proposed regulations for principal certification. The Commissioner of Education in New Jersey has proposed a program to reform principal certification which includes, among other things, a state required internship separate and apart from the graduate program, and eliminates the specific requirement of teaching experience.

Over 40 states, through state departments of education, universities or professional educational associations, have adopted the nationally validated NASSP Assessment Program. The National Association of Secondary School Principals and the National Association of Elementary School Principals continue to research, publish and provide programs to improve the skills and proficiencies of school principals. Recently, the National Commission on Professional Standards for the Principalship, chaired by Terrel H. Bell, former Secretary of Education, convened to identify the essential professional skills of every principal. The results of this Commission--a creation of the profession itself--should prove significant to providing national standards for principalship of the future.

CHALLENGE THE CURL OR RIDE THE WAVE?

This second wave of education reform presents an opportunity for principals at the building level both individually and collectively to ride the wave of education reform. Principals and their professional associations can enjoy the ride and

when they reach the beaches, schools should benefit from improved school leadership. Such principals will react to proposals for reform and improve as they participate in related activities.

This monograph hopes to stimulate individual principals and local and state principal associations not to just ride the wave but to challenge the curl of this second wave of reform. Just as no one instructor can surf for you, this monograph will not be a handbook of activities. Rather, like the surfing instructor, we hope to inspire you to respond and challenge proposals for reform, to possess the knowledge and be aware of the cautions which enable one to confidently assess the ocean and choose the right wave or waves to challenge.

National commissions and organizations can only provide "generally acceptable" ideas with national appeal. States can assess their needs and design statewide programs. Practitioners know their needs, know their schools and are responsible for implementing improvement programs.

The following is divided into two parts. Section 2 describes why the principalship is so important as we look to the 21st century. It also examines the ideas and approaches to principal reform which pose serious questions and cautions as to the future of the principalship.

Section 3 divides the possible areas of reform and suggests, by example, how a state association and its individual members might conceptualize the options and the future of the principalship, choose their waves, and develop their convictions.

The monograph concludes with a message to all principals and principals-to-be. We are facing a significant challenge to the profession and to the principalship. What is a principal?

No longer perceived as the "master teacher", never the factory foreman, sometimes a manager, regularly leader, and always an educator? Is this what we seek for the principalship of the future? If so, we must strive for a new balance in role and function. As the school's top-ranking educators, principals must achieve a better balance between the roles of educational leadership and management if we are to effectively lead our staffs and educate our children.

NOTES

SECTION II

The Challenges Before the Profession

The Next Decade -- Critical Years Ahead

Cultivating Response By The Profession

The Challenges

- *The Nature of the Educational Enterprise*
- *Instructional Leadership*
- *Teaching Experience*
- *Restructuring Principal Preparation Programs*
- *Evaluating Competency and Proficiency*

    1. The Standardized Test
    2. Clinical Experiences
    3. Assessment Programs
    4. Performance/Competency-Based Evaluation
    5. Continuing Education/In-service Training
    6. Exemptions from Evaluation

- *The Selection Process*

Although general concepts from the Management Sciences are relevant to education, their application must be guided by a unique focus and adapted to the daily tasks which school administrators face in developing and sustaining an optimal instructional environment.

John Beck, May 1985
"Administration Manager in
the 21st Century"

THE NEXT DECADE - CRITICAL YEARS AHEAD

In this next decade, over 50% of today's principals will either retire or take other positions. This anticipated exodus from the principalship has been noted with a sense of urgency, with a sense of need to prepare for a shortage of certified personnel, and with a sense that now is the time to reform the principalship.

Proponents of reform cite the effective schools research with its emphasis on the principal as the instructional leader who makes the difference in leading a school on the path to excellence. Studies in management and leadership interpret the role and function of the effective principal to be very different from the traditional ideal and current practices of most principals today. States, in reexamining the principalship, are going beyond revising state certification requirements they are recommending new ways to prepare, evaluate and select candidates for the principalship. Educators, particularly principals, on the national level continue to reassess and describe anew the competencies and the standards against which principals should be measured.

The exodus from the profession coupled with the abundance of research and activities in various stages of development provide incentive and opportunity to reshape the principalship. Opportunity is only the beginning. Along the way,

much debate, creative thought, ideas and commitment to develop something beyond implementation must occur.

At the end of this decade, as schools are led by the "new" principals, the education enterprise should have the leaders necessary to bring our schools into the 21st century. Principals must be prepared to respond to those needs immediately. They must assume the responsibility to alter and advance the profession to meet the needs and best educational interests of the coming generations.

CULTIVATING RESPONSE BY THE PROFESSION

One characteristic of a profession is the ability and willingness of the members of that profession to seek ways and opportunities to become better prepared, and better perceived in their role as leaders. This responsibility assumes that the profession and its members act to bring about positive change based on knowledge and articulation of the issues. Only then can the profession of the principalship effectively influence the design and direction that reform will take.

What follows is not a treatise on the issues or challenges. It is a survey of the challenges identified in the educational literature and reports on reform across the country. Not all of the issues are relevant to each state but all touch on the future of the principalship. Many issues have more than one reference and can be grouped into topics such as preparation, certification, and selection. Quotations from educational leaders are used to stimulate thought and exemplify positions on the issues. In Section 3 of the monograph, PSA will develop the challenges from Section 2 through proposition statements. The section will present a point of view illustrating what is most important to PSA and its membership.

THE CHALLENGES

The Nature of the Educational Enterprise

It may be difficult at first to envision the education enterprise as an issue. It is, however, within the context of the role and function of the principalship. The literature on educational administration makes the assumption that it is a "distinct applied science with values, characteristics, preferences, ideas, aspirations and hopes unique to schools." (Sergiovani, 1980, p. 75) Accepting the warning of Joseph Bower of the Harvard Business School that "American business is an inappropriate analogy for discussing and evaluating public management," the principalship is described as a unique and specialized form of administration tempered by the uniqueness of schools. States like Florida and Maryland have recognized this unique context of the role and function of the principal and have developed comprehensive plans grounded in the specific competencies of principals, rather than generic management/leadership skills.

Some management and leadership studies argue that the school can be managed by an executive possessing strong generic management and leadership skills. This position frequently cites similarities in job function of principals and general managers, makes reference to the NASSP Assessment Center Program's 12 generic skills, describes schools as a knowledge workplace, and principals as managers of managers or teachers of teachers. This is used to support the conclusion that principals are generic managers and leaders. They also conclude that courses and preparation as administrators provide adequate background for the principalship; any specialized knowledge in education can be gathered in on-the-job type experiences.

This issue frames the context in which reform will be debated and will decide the degree of specialized knowledge

and uniqueness the educational enterprise will have in the final analysis.

Instructional Leadership

Most studies of "effective schools" stress the importance of the principal to excellence in education and demonstrate that effective principals are instructional leaders. Surveys of principals reveal that the role and functions of instructional leadership are priorities, but that out of necessity, a small percentage of the work week is actually spent in being the instructional leader. Governor Bill Clinton in Speaking on Leadership relates that successful industries and effective schools both have an intensely "hands-on" leadership approach and concludes that this means instructional leadership. (p.9) Experts in teacher evaluation envision principals as the instructional leaders who supervise, evaluate, give advice on curriculum matters and develop and sustain the atmosphere or culture of learning so that student achievement can take place. In a study on student achievement and effective schools, it was documented that where a strong instructional leader in a high profile school had moved on to another school that second school became an effective school. (Educational Leadership Sept.1987) Instructional leadership herein is defined as "the principal's role in providing direction, resources, and support to teachers and students for the improvement of teaching and learning in the school." (NASSP Handbook)

There is another point of view which perceives the portrayal of the principal as the instructional leader as an anachronism. History records the origins of the principalship as the promotion from teacher to a master teacher, principal teacher or headmaster. As schools became larger and grew more complex, specialization in education developed and the managerial functions of the principalship supplanted the principal's function as master teacher--the substance behind instructional leadership. Those who disavow principals as instructional leaders cite surveys revealing how little time is

devoted to leading instruction and also literature which describes the principal as the school executive. According to them, management is emphasized and more appropriate to the role of the principalship. Calls for management by committee to replace the school principal are interpreted as support for the idea that principals are not instructional leaders. This school of thought appears to view supervision of instruction, evaluation and curriculum implementation as a subset of the management function which utilizes basic technical and human resource leadership skills.

There is growing recognition that principals are more than instructional leaders; principals are educational leaders. Educational leadership requires that the individual possess strong technical and human leadership skills common to competent leadership and management. However, to be a competent principal, one must also possess educational leadership. Educational leadership is situational and derived from expert knowledge about matters of education and schooling-teaching effectiveness, program development, etc. If an individual can also apply the symbolic and cultural forces of leadership to improve schooling, then she will be able to obtain excellence in education. Educational administration as an applied science differentiates educational leadership from educational management. Instructional leadership is subsumed in the descriptor of educational leader.

This definition provides a knowledge base and situational context from which a principal can be the school leader. It does not define instructional leader but redefines the aspects of school leadership to include, but not be limited to, skills in leading instruction. The new principalship should be designed with instructional leadership as a major priority aided by time, training and fiscal and philosophical support. Conclusively, educational leadership fulfills the leadership balance of the new principalship.

Teaching Experience

Teaching experience as an essential requisite to becoming a principal expresses the prevailing principle guiding the preparation of principals worldwide. Consequently there is a lack of research substantiating or negating its importance to the position. (Almost all 50 states require teaching experience.) Until today, the concerns have been over the number of the years experience the educational level of the experience, the breadth of that experience (classroom or other school-related experience) and whether a teaching certificate alone suffices for experience. These are still very real and valid concerns for most states as they approach state licensing reform.

An emerging concern recently surfaced. In New Jersey, for example, the Commissioner of Education proposed a principal certification system eliminating the teaching certificate and three year experience requirements and permitting a state-supported internship to incorporate some teaching activities. Though not yet clear, it appears that the teaching requirement would be altered. Instead of the substantial experience under present certification requirements, the need for knowledge of education would be met by a brief encounter with teaching. The state set forth the position that the quantity of that experience does not guarantee nor address quality and that the experience, skills and knowledge obtained from teaching do not prepare principals to be school executives (defined as managers/leaders possessing generic skills adapted to the school setting). It is suggested, as well, that this change is not significant in that most principals will be former teachers and local districts will still be able to require their principals to have teaching experience. Another, but very weak argument, is that the defense of teaching experience is a defense of the status quo by the vested interest groups.

As early as 1971, most, not all, professors of Secondary School Administration and Supervision attending a conference at Purdue University believed that educational administration programs should seek candidates outside the classroom and the career ladder within the profession. The leadership and management task force in A Time For Results recommended that states develop alternative certification mechanisms so that candidates who have distinguished themselves as leaders in the public and private sectors can become eligible to manage schools. Today, the legitimacy of teaching experience as a requirement for the principalship is being questioned. Concern has also been expressed that the states' teaching experience requirement limits access to the profession.

This is a direct challenge to the profession. Suddenly, it is presumed that administering schools is something that anyone can do. We believe that teaching experience is essential and comparable to an "apprenticeship". It is the time and place to really learn about the process of learning, the development of children, the techniques of teaching and the technical requirements of the job. Yes, states have quantified teaching experience (usually equal to years needed to achieve tenure or receive permanent teaching certification). Yes, the requirement does necessitate a commitment of time and effort by prospective principal candidates; however it is not a barrier to the profession. It can best be viewed as a screening device. According to the Gallup Organization's in depth focus of 1500 prominent people in Who's Who in America, knowing one's field was the second most commonly held trait by these leaders. Geologist, Philip Oxley, former president of Tenneco Oil, Exploration and Production Company and now chairman of Tenneco Europe, described good managers as people who "have a practical understanding of the crafts in their business." (quoted in The Great American Success Story) Lee Iacocca was not hired by Chrysler just because of his managerial and leadership acumen. He knew the auto industry from the in-

side, the bottom up. Experience is required to be a doctor, to be a judge/lawyer, and to be a journeyman in a trade. Teaching likewise gives the prospective principal practical understanding of the craft in the business of education.

Education leaders across the country endorse teaching experience as solid preparation for the principalship. Here's what a few have to say.

"The principal should first be a notably competent and dedicated teacher, who functions as the principal educator leading a learning community. It is desirable, but not necessary, that the principal engage in teaching from time to time."

Mortimer Adler, The Paideia Proposal
p. 63-65

"We urgently need principals who are educators, not technicians, people who can speak with understanding and inspiration about learning. It's essential for principals to have classroom experience if they are to be effective leaders in the school.

Without a thorough grounding in the realities of the classroom, principals cannot fulfill effectively their essential role and I'm deeply troubled by the current push to downgrade the principal from educator to building manager."

Ernest Boyer
Expanding on High School,
Letter to Dr. Scott Thomson August 1987

"The principal must understand all of the component parts [reference to entire ecology of a good school.] This comes best from long experience with it, and there is no experience that takes the place of having been a teacher or being a teacher in a school... The skills of management are secondary to the comprehensive understanding one must have of the entire school in order to work productively toward a healthy school culture."

John I. Goodland
Letter to Dr. Scott Thomson August 1987

"If teachers cannot teach what they do not know, principals cannot lead where they have not been. Knowledge forms the base on which the principals build integrity and respect".

Florida Council on Educational Management. p. 3

[In discussing previous experience as a teacher, graduate student, supervisor, or administrator,]
"The informal learning that occurs as people enact these various roles is probably a major influence shaping their capabilities as a principal. And the informal learning that has occurred is precisely the learning that is at once not adequately assessed, yet is likely to be more highly related than formal learning to success in the administrative work world."

Arthur Blumberg & William Greenfield
The Effective Principal: Perspectives on School Leadership

"Leaders must have knowledge of the whole system over which they preside, its mission, and the environment in which it functions."

John Gardner on Leadership

States which have undergone extensive study of the principalship (beyond certification requirements) have either continued or increased the teaching experience requirement (Florida, Georgia, Maryland, Tennessee, Illinois, Texas). Michigan, a state which previously required no license for principals, is now initiating licensing requirements for principals which include teaching experience.

In describing the six attributes that an effective observer and evaluator should possess, Blumberg and Greenfield cite as the first attribute, credibility. Credibility is established through such factors as 1.) knowledge of technical aspects of teaching, 2.) knowledge of subject area, 3.) years of classroom experience, 4.) years of experience in school and district, 5.)

recency of teaching experience and 6.) familiarity with teachers, classrooms and students. Others term this conceptual validation of teaching experience as legitimacy. Regardless of the term - credibility or legitimacy - the concept is the same. Teaching experience says a principal has been there and can empathize with or criticize instruction. When joined with specialized education and leadership training, a principal further assures he can offer useful advice to improve instruction.

The real questions principals should ask of those states investigating the non-inclusion of teaching experience as a requirement for principal certification are:

What is the rationale for doing this? Is it necessary to make the principalship accessible to non-educators? Realistically, how many non-educators will want to become principals? Why should a state even consider having non-educators lead schools? If the quality of the teaching experience is the issue, what alternatives to assessing quality have been investigated?

Principals and their representative associations should be asking questions of the profession as well. Such valid questions are:

Does the teaching experience requirement operate as a barrier? What qualifies as teaching experience? Has the profession defined the requirement too narrowly? Is possession of a teaching certificate an acceptable standard? What alternatives to quantifying years of experience are available to satisiy the experience factor? Is establishing credibility a state interest, a professional interest or both?

This issue warrants extensive consideration. It goes to the heart of the principalship as a profession, the role as educational leader, and the uniqueness of the educational enterprise. The position taken on this issue frequently fashions the arguments on other issues as well.

Restructuring Principal Preparation Programs

Synonymous with preparation of principals is graduate study in educational administration. Over 70% of today's principals possess Master's degrees in educational administration and virtually all principals have completed graduate studies, usually in state approved programs. State certification regulations in 90% of the states require formal academic study at the masters level and the state departments of education review and approve the graduate programs. Today, under the microscope of principal reform, the quality and substance of the graduate programs are being scrutinized.

Recently, the Report of the National Commission on Excellence in Educational Administration concluded that "at least 300 universities and colleges should cease preparing educational administrators." Since research verifying the effectiveness of various programs is limited, recent studies rely on sentiments of practitioners and observations of scholars to evaluate them. Principals frequently view their academic preparation as inadequate and unrelated to the realities of the principalship (Note: principals place significant value on teaching experience and on-the-job training as preparation for their positions). The principles of adult learning have not permeated the instructional patterns nor the course offerings. Schools of educational administration continue to operate independently with little, if any, cooperation or integration of courses with other schools within the university system.

Although the context of reform appears to address graduate schools of education, those calling for reform do not specifically restrict the education and training of principals to schools of education. Rather it is more important that the academic preparation be more relevant, more analytical and more leadership oriented with an emphasis on those skills critical to the principalship.

In over 40 states, universities, state departments of education and/or professional educational associations now operate Assessment Centers based on the nationally validated NASSP Assessment Center Project. The Assessment Center Program measures those 12 skills determined to be generic to the principalship. Although initially designed and primarily operated as an assessment of candidates for the principalship, it is sometimes viewed as a potential instrument to assist graduate students in planning their course of study, as an indicator of professional development needs, and a component or step in the credentialing process.

The Commissioner of Education in New Jersey has conceived a certification plan which proposes that the Assessment Center's 12 skills be the basis -the- strand- which flows through each requirement or step in principal certification. As envisioned, a candidate for the principalship would receive a master's degree in management/leadership science, pass a state written examination, participate in a state-endorsed assessment center and complete a state-approved internship. The guiding criteria at each point in the certification process would be the 12 generic skills of the Assessment Center. The Commissioner's proposal depicts the principal as a manager and leader with strong generic skills and abilities who will acquire the specialized knowledge and skills needed in education through the internship. Such broad-based utilization of the Assessment Center's criteria narrows the focus of the principalship, fails to address critical skills required of school leaders and is, according to the developers of the NASSP Assessment Process, a misapplication of the criteria.

Studies by scholars, states, and consortiums of professors and principals offer a core of academic and performance-based competencies and recommendations on the delivery of instruction, learning activities and evaluation methods. Some states such as Florida and Maryland have identified and developed their own core of competencies for the principal-

ship from which academic programs, testing criteria, certification, and evaluation of principals derive their substance. Georgia and Illinois, for example, convened panels of experts, primarily principals, to determine the fundamental knowledge and skills essential to the principalship before designing standard certification examinations. Internships, practicums, and course related programs offered by colleges and universities either independently or in cooperation with states and professional associations have redesigned programs to prepare candidates for the principalship. The quality and effectiveness of such change is too early to evaluate.

Evaluating Competency and Proficiency

Students, teachers, parents, and citizens deserve principals who are well prepared and qualified to be school leaders. Improved methods of evaluating candidates for the principalship and for retaining or compensating principals for performance on the job is clearly a national, state, and local focus. Principals and their professional associations frequently initiate academies or assessment centers and welcome active participation in designing evaluation programs. Three fundamental questions drive the profession's participation and response to the criteria and instruments utilized for evaluation.

1. What is the stated purpose or need for evaluation?
2. What specifically will be evaluated?
3. How will the results be used?

Evaluation systems or methods are offered as scholarly research, guidelines, pilot programs, or financial incentives to states and local agencies/groups. They suggest use in the following areas:

Use	Examples
Research:	effective schools materials
Preparation of principals:	NASSP Performance-Based Program, Report of National Commission on Excellence in Educational Administration, Time for Results, Congressional funding of the LEAD program
Certification of principals:	NASSP Assessment Center, Reports of Southern Regional Education Board, Congressional funding of regional education laboratories, National Commission on Professional Standards for the Principalship
Continuing education/in-service training for principals:	NASSP Springfield Development Project, Pilots in regional educational laboratories, LEAD Grant Programs
Selection procedures:	U.S. Department of Education Principal Selection Guide, Regional reports

Typically states design evaluation systems as part of the credentialing process. For most states, this results in state issued certificates which permit an individual to be employed as a principal or vice-principal. In those states which grant provisional or renewable certificates, the criteria for permanent or continued certification is established by the state but certificates are usually granted following a local district's evaluation and recommendation. States also have used the Assessment Center Program as a basis for offering continuing education and professional development programs. Maine's Vice Principal Academy and the Springfield Project in South Carolina are useful examples.

Local districts and agencies are less likely to use standarized evaluation criteria or instruments. However, where documented, evaluation techniques such as the Assessment Center Project are used to recognize a pool of potentially successful principals in furtherance of their local selection process. Some local districts are mandated to evaluate principal performance and make recommendations for certification purposes (i.e. Florida) based on established evaluation procedures and criteria.

Principals through their professional associations frequently initiate and always welcome opportunity to formulate evaluation systems. State principal associations actively pursue, endorse, participate in and, in some cases, operate NASSP Assessment Center Programs in the forty states. Individually, principals participate in statewide panels, commissions, national commissions, assist in the development of test content items (i.e. Current committee to revise the NTE - Educational Administration and Supervision Exam; content and validation of tests in Georgia, Illinois.) and internship programs (i.e New Jersey Internship Panel co-chaired by a principal). Not yet a reality, but possible, is the concept of a volunteer national certification system based on evaluative criteria and performance. This is currently being investigated by the National Commission on Professional Standards for the principalship chaired by former Secretary of Education Terrel H. Bell.

The evaluation methods most often referenced in the literature are briefed below. Due to the technical nature and multiplicity of specifics, we have confined our comments to the conceivable issues to be resolved and the potential decisions to be made. If needed, research and literature on these options is available and sufficient.

1. The standarized test

Research reveals that the only requirement for certification reform (both for teachers and principals) which can be described as "standard" is a testing requirement. Even this requirement varies from state to state with norm-referenced versus criterion-referenced and commercialized tests versus customized tests. Usually the test is satisfied by a written examination with objective and essay sections; however, there is some suggestion of an oral component to the test requirement. Assuming a test is a valid criteria for a candidate for the principalship, the following are considerations in the decision-making and development process:

-Does the content and scope of the examination include the knowledge, skills and competencies of an educator, educational leader and manager?

-Are the objectives and competencies measured based on state educational needs and practices or on national trends or theories?

-Was there a conscious decision made to determine which type of test, norm-referenced or criterion-referenced, is to be administered and how the results will be used?

-Are variables such as cultural and gender bias and job-relatedness directly addressed by the validation process?

- How will the pass score be determined and the results distributed?

-Are practicing principals involved in the development and validation process?

- Who will have to take and pass the test?

2. Clinical Experiences

Clinical experiences include course-based activities, practicums, internships, and comprehensive academy programs. Traditionally such programs have been university-based and viewed as the culminating graduate activity. The Education Commission of the States' (ECS) Information Clearinghouse reports that 26 states have established leadership academies and internships for prospective principals. Generally such programs are designed to expose the candidate to the events, functions and operations of a real school situation, to develop the candidate's skills and abilities to handle the routine, unusual and complex tasks required of a principal, and to assess the candidate's performance as a principal-to-be. It is the evaluation aspect of the clinical experience which some states propose to incorporate into the credentialing process. In this light, the questions below can be critical.

-Exactly what shall be the form of the clinical experience: college course-based activity, practicum, internship?

-Shall the program be incorporated in the graduate study program or be a separate and distinct program/step to licensure?

-Will the program be individualized to adjust to a candidate's prior experience and training?

-Who will develop, monitor, supervise and evaluate the candidate and the program?

-Will the program be intensive and well-structured with attainable goals that include emergent responsibilities of the principalship?

-Who will determine and what will the criteria be for eligibility/admission to the program?

-Where will such programs operate and what will be the relationship and functions of the state agency, the universities, and the school site?

- How will the candidate and/or program be financially supported?

-What will be the legal and professional status of the candidate?

3. Assessment Programs

The NASSP Assessment Center Project operates in forty states and is currently the primary method of assessing vice-principals' and principals' generic skills critical to the tasks and requirements of the principalship. Based on the assessment process first initiated in the private sector, adapted to the realm of education, and designed and validated as a tool to assess educators' potential to be successful principals, the Project utilizes simulations, in-basket situational tasks, and written and oral assignments.

This process is very useful as a method of gathering behavioral data on vice-principals, whether their certification is separate from that of principals' or not. However, individuals with principal certificates but who are not practicing principals or vice principals (i.e. supervisors) may be excluded from assessment because of the project design. Some simula-

separate from that of principals' or not. However, individuals with principal certificates but who are not practicing principals or vice principals (i.e. supervisors) may be excluded from assessment because of the project design. Some simulation and assessment programs do address the needs and unique situations of those who are certified but not yet employed as principals. Where other programs exist, the process is similar; therefore the following considerations are applicable.

-What is the purpose of the assessment program?

-Will it be instrumental in designing students' graduate programs? Will it be a measurement of candidates' skills for certification purpose ? Will it be offered as a basis for individualizing and developing professional development program ?Will it be a screening criteria for the selection of principals?

-Will the assessment process be available to vice principals, supervisors, and teachers holding principal certificates?

-Who will sponsor and operate the Assessment program?

-If used by a state for certification purposes, how will the results be used? If a pass-fail result, when can a candidate again be assessed? Will an equivalency criteria be offered?

-How will the program be funded?

-Are there technical, logistical and legal issues to be resolved?

4. Performance/Competency-Based Evaluation

This method of evaluation is more likely associated with a state certification process. Florida's system of credentialing principals best represents this system. As seen in Florida, the system provides the state with a basis for granting levels of certification to a candidate for the principalship from a type of intern to a provisional certificate and then to a fully licensed principal. Another function of performance-based evaluation is its quality control function. The established criteria requires that a principal continue to improve his skills and expand his knowledge. In development effect, he continues to renew and develop as a professional. This form of evaluation

-Is the process for identification and development of the performance-based criteria well structured, comprehensive, and state-focused?

-Are the practitioners actively involved in the identification and development process?

-What validation, evaluation, and implementation safeguards will be used to assure that the process and criteria is not cultural or gender-biased?

- What will be the authority and role of the local school district?

-Who will be the evaluators and what qualifications and training will be required?

-How will the results be used? For professional improvement programs, certification/licensure? Will the results be reported?

- Who will undergo the performance-based evaluation?

5. Continuing Education/In-service Training

Principals have an obligation to themselves, to their students, to their teachers, to their employers and to the profession to remain informed and to seek ways and opportunities to improve their skills. For most people and most states, these obligations are fulfilled through professional reading, workshops, conferences, seminars, and membership in professional associations. Unlike private industry, schools typically spend very little on professional development of personnel. In states where principals negotiate benefits, local boards of education frequently adjust salaries to reflect advanced course credit, pay tuition, or fund professional-development and participation in workshops and conferences. States which have a two-step certification process or renewable license, permit completion of course credit from an approved college program to satisfy the requirements. The requirements can be as little as 6 credit hours every few years. It is a paper review process of licensure. Some states have

seen the successful growth of university-sponsored or statewide principal academies or centers which have fulltime staffs continually developing both short and lengthy programs for principals (i.e. Harvard's Principal Center, Maine's Principal Academy, Maine's Vice Principals Academy , California's Leadership Academy). In education, unlike other professions - accounting, law, medicine - the continued education of its members has not been a criteria for membership. Assuming it is or becomes one, the following are worthwhile questions to be answered:

-Is this a role and responsibility of the principal profession or is this a significant and valid state interest?

-What form must continued education take?

-Will it be a state requirement and how meaningful shall it be?

-What agencies or organizations will be approved to develop programs and grant "credit" for continued professional growth and how will such programs be monitored and approved?

-How might this aspect of professional growth be incorporated equitably into the selection and continued employment process for principals?

-How will continued professional education be funded?

-Will education programs address the needs and situations of vice principals, supervisors and others certified as principals but who are not currently employed as principals?

6. Exemptions from Evaluation

Whenever any state proposes changes in the licensure system, an underlying question voiced by currently certified personnel and those working towards certification is "How will I be affected by the changes?" This concern is known as "grandfathering" or "grandparenting". Grandparenting permits those already licensed to be exempt from meeting new requirements. Blanket grandparenting is not usually the case.

In the instance of principals, there are five categories of principals, all of whom may or may not be exempted, or who may be eligible for exemptions. The categories are:

1.) Individuals who are state certified with experience in the position of principal (How recent the experience can be a factor);
2.) Individuals who are state certified but have no experience as a principal (Position of vice-principal may be a factor);
3.) Individual whose state certification is subject to renewal;
4.) Individuals who are certified as principals in another state (experience may be a factor);
5.) Individuals who are in state approved preparation programs designed to satisfy current requirements.

The decision to exempt can be made legislatively or administratively. Principals and prospective principals must exercise their power of persuasion to have significant input on this very personal issue.

The Selection Process

The process of selecting a principal for a particular school is not simply a matter of hiring a principal. The process of selection originates with the individual who chooses to pursue the principalship as a career goal. Collectively, these individuals will become the pool of candidates from which districts may choose their principals.

Entrance to this pool is commonly a self-selection process with individuals electing to enter a graduate program of study leading to a state license. Few colleges and universities screen candidates for such programs beyond that of normal competition for entrance. Little is done, formally or informally, to identify and encourage potential leaders in the teaching ranks. The U.S. Department of Education has joined other national groups in encouraging a process which is much less elective, more structured, and more sensitive to affirmative action goals.

The NASSP Assessment Center Program is designed to establish a pool of candidates for employment and not for initial pursuit of graduate study and licensing. Consequently, some colleges and universities are developing and piloting pre-assessment instruments for students entering their programs based on criteria similar to the NASSP Assessment Center's skill areas. The results of pre-assessment serve to indicate the students' potential to succeed in the program and aid in the design of the students' course of study.

Obviously, the requirements of a state certification plan can filter out from the pool those individuals whose interest and commitment are weak or whose knowledge and skills are deficient. Unfortunately, depending on the criteria for state license such as a full year internship, potentially excellent leaders may be prohibited financially or geographically from completing certification requirements. Such admonitions in improving certification requirements should be resolved.

Selection of a principal connotes a process and criteria for selecting one candidate from among many. Research in this area is sketchy; however, the topic is under review by graduate students, scholars, states, and by local districts. Apparently, the selection process is very parochial, basically subjective, partial to in-district candidates, and dominated by white males.

As a process, selection does not conclude with the hiring of a principal. In most states, principals are evaluated, granted tenure or receive subsequent employment contracts. Renewable certification practices also operate within the selection process.

The call to reform selection practices addresses all phases of selection, from establishing the pool to maintaining qualified, competent principals. Although states might

provide guidelines and assistance, reform in principal selection is squarely in the local school district's lap.

SECTION III

Meeting the Challenges in New Jersey

The Context of Reform in New Jersey

Reshaping the Principalship --
A Conceptual Framework

FINALLY AND PERHAPS MOST IMPORTANTLY, PUBLIC EDUCATION IS A UNIQUE UNDERTAKING THAT REQUIRES SPECIAL LEADERSHIP QUALITIES AND A SPECIAL COMMITMENT AND SENSITIVITY TO THE MISSION OF THE EDUCATIONAL ENTERPRISE.

REPORT OF THE NEW JERSEY STATE
INTERNSHIP ADVISORY PANEL
OCTOBER, 1987

This monograph began by recognizing the existence within the second wave of educational reform of a focus on school leadership and the principalship. It assumed principals and their professional associations are interested in participating in the opportunities arising from this focus. It acknowledges that the degree of participation will vary. The preceding section surveyed the ideas, approaches and issues guiding the efforts at principal reform. Its intent was to describe, not prescribe. This section presents the New Jersey Principals and Supervisors Association's perceptions of the challenge and the response by the profession in New Jersey. To those principals and principals-to-be in New Jersey, we offer this as a guide from which you can formulate your personal response. To those outside of New Jersey, we offer this as an illustration of one state association's assessment of which waves of principal reform it should ride and which it should challenge.

The section opens with a profile of the average New Jersey principal followed by a brief abstract on New Jersey. Since principal certification is the state's focus, included is a summary of the Department of Education's proposed certification process. Within this context, the section presents the concepts, proposition ststements and rationales to develop the conceptual frame from which to reshape the principalship in New Jersey.

THE CONTEXT OF REFORM IN NEW JERSEY

The average principal in New Jersey in many ways mirrors the average principal nationwide. The principal is a white, non-minority male in his late forties with more than 20 years' experience in education with at least 3 years as a teacher and between 10 to 15 as a principal. In excess of 99% hold the permanent principal certificate (covers K-12) and possess master's degrees. A growing percentage are earning their doctorates. Less than half of the certified principals possess a masters degree in educational administration. The majority of New Jersey's principals received lifetime licenses upon earning a master's degree in a subject area related to educational fields and satisfactorily completing at least 24 graduate credit hours in a specific study of supervision, curriculum, administration, school law or other related areas. Most principals' experience in school administration has been in one district, usually the same district in which he taught or supervised a subject content area. PSA* is experiencing an increase in out-of-district mobility of our members.

New Jersey is a small, but densely populated state with a significant urban school population contrasted with a still evident and important rural or semi-rural student population.

**NOTE: The New Jersey Principals and Supervisors Association (PSA) is the single state professional organization for principals, vice-principals and subject/central office supervisors. Membership exceeds 4800 members representing administrative personnel statewide and all educational levels K through 12. The association's membership reflects the urban/rural/suburban composition of the state. PSA is the state affiliate for NASSP and NAESP.*

Suburbia is strong in New Jersey. Despite our small size, there are over 600 school districts in New Jersey, each with an operating local board of education. The Governor is a strong advocate of education and has actively promoted and initiated educational reform in New Jersey.

Programs to assist principals to improve their skills have been implemented by the State Department of Education (i.e. Academy for the Advancement of Management and Teaching), by the state legislature through its funding of specific programs (i.e. Effective Schools programs) and by PSA in collaboration with other educational associations, universities and business consortiums (i.e. LEAD Grant/Program). Such efforts do not represent a movement. The future of the principalship in New Jersey is being brought into focus by the Commissioner of Education's proposal to reform the requirements of principal certification. The changes in certification are within the jurisdiction of the State Board of Education, an arm of the executive (administrative) branch of the government.

The Commissioner's proposal for principal certification requires completion of the following four steps:

1. All candidates for the principalship must possess master's degrees in management/leadership science. The graduate program must satisfy broad state guidelines based on the criteria of the NASSP Assessment Center. Master's degrees in subject areas will not be recognized.

2. All candidates will have to pass a state certification test based on the criteria/skills of the NASSP Assessment Center Program.

3. All candidates' management/leadership knowledge and skills will be evaluated through a state assessment process. The NASSP Assessment Center Project is the proposed vehicle of assessment.

4. All candidates will successfully complete a well-structured, comprehensive state-sponsored internship on the principalship.

The proposal eliminates the requirement of 3 years' teaching experience and possession of a regular teaching certificate. Principals would receive permanent, lifetime certificates upon completion of the above requirements. Details of each requirement have yet to be developed and announced. Proposed regulations are expected by December 1987. The State Board of Education will conduct hearings on the proposed rules before adoption, which is anticipated for Spring 1988.

RESHAPING THE PRINCIPALSHIP - A CONCEPTUAL FRAMEWORK

THE ROLE AND FUNCTION OF THE PRINCIPALSHIP IS DEFINED BY THE UNIQUE AND SPECIALIZED NATURE OF THE EDUCATIONAL ENTERPRISE

1.1 The educational enterprise is unique and specialized and any attempts to draw analogies between schools and other private or public enterprises must be tempered by the unique characteristics of schools.

Rationale: The educational enterprise is a public institution designed to educate young people during their most vulnerable and critical years. Although a workplace, schools have an identity, organization and human intensity unlike other enterprises. The purpose of schools is learning; the purpose of the private sector enterprises and other public enterprises is to provide goods and services. The learner is a child and the mission of education is to develop and sustain an optimal instructional environment; in business and other public enterprises, the learner is an adult and viewed as a human resource. Success in education is measured by student achievement; success in other enterprises is measured by the profit, the efficiency, and the achievements of the organization.

1.2 General concepts from leadership and management science are applicable to the principalship to the extent that they are adaptable to the purpose and tasks of education and are complemented by the specialized knowledge in education administration.

Rationale: Studies of educational administration document similarities between principals and general managers. Generic skills/tasks in leadership and management such as human relations, problem solving, organizational change, and group processes must be applied in the context of schools. Basic knowledge in learning development, student achievement, pedagogy, curriculum development and implementation, supervision, evaluation, school law, etc. enables the principal to make rational decisions within the context of the situation and the educational needs and mission of the school. States which have studied the principalship have included areas of specialized knowledge in the list of requirements or competencies for the position. According to NASSP, the 12 skills examined in the Assessment Center are generic to the principalship but are not the full range of professional competence required for the principalship. The application of these skills is assumed to take place by an educator in an educational setting.

THE PRINCIPAL IS THE EDUCATIONAL LEADER OF THE SCHOOL. MANAGEMENT FUNCTIONS, ALBEIT IMPORTANT, EXIST TO SUPPORT THE PRINCIPAL'S ROLE AS EDUCATIONAL LEADER

2.1 Instructional leadership functions are paramount to the principal's role of educational leader and determine the principal's success or failure as an effective leader as well as the school's capacity to achieve excellence in education.

Rationale: The purpose of school is learning and it is our obligation to provide students and teachers with the optimal learning environment. Instruction is the method through which students learn. Principals in general no longer function as the master teachers of the schools. Madeline Hunter, in describing the role of the principal, stated "Some principals erroneously feel they must be able to teach better than the teachers they are to help. Can coaches play better than their players? No, but they must know, recognize and be able to generate in the players the skills required by the game." (quoted in Whitford, p.6) Instructional leadership requires

that principals be able to motivate teachers to use the knowledge, skills and techniques to improve instruction and student learning. Instructional leadership involves the skills and ability to supervise staff and to develop and implement curriculum. Instructional leaders are dedicated to instructional improvement and become actively involved in the promotion and recognition of student achievement. Instructional leadership requires the principal to be well informed on the latest in curriculum development, learning styles, instructional materials and classroom instructional strategies. As instructional leader, the principal must be able to evaluate and work with staff for their continued professional improvement and development.

Effective schools research substantiates the impact the principal as instructional leader has on the school's capacity to achieve excellence. As important as the instructional leadership functions are and should be, the principals generally spend limited time in these functions. As we reshape the principalship, we must recognize not just what has been, but what should be and we must provide principals with the encouragement, the support and the incentives to be strong instructional leaders. The principalship will become stronger, schools will succeed, and students will achieve.

2.2 The principal as a school manager ensures that the school operates smoothly and efficiently and creates a school climate conducive to learning and achievement.

Rationale: Much of what happens in a school is done to make the operation of the building, the school program, the support services and the financial program operate smoothly and efficiently. Procedures are established and enforced, conflicts are resolved, technical improvements are incorporated where appropriate and safety is frequently a prime consideration in making decisions. These management (administrative) functions serve to support the principal in her role and function as leader. If the principal succeeds as a good manager, she often relieves staff and students from the unnecessary stress brought on by poor class scheduling, unnecessary interruptions, lack of supplies, delayed decisions on routine matters, inadequate record keeping, etc.

Management functions also include the establishment and consistent application of procedures affecting staff, students and others such as parents and vendors. Some schools need principals to initially focus on the management functions when these are in disarray or are interfering with the instructional goals of the school. However, once a principal has addressed these needs, it is then possible for the principal to assume her func-

tion as instructional leader and assume her rightful role as educational leader.

2.3 In strengthening and reshaping the principalship, the concept of "school-based management" represents a legitimate alternative to centralized educational administration.

Rationale: In Action for Excellence, the Education Commission of the States indicated that principals should be "given sufficient discretion over personnel and financial planning and put squarely in charge of maintaining the school's morale, discipline and academic quality." The State of Maryland has proposed a comprehensive plan which would return decision making to the building or school principalship. Maryland's plan defines the principal's educational leadership role and managerial functions as inclusive of the budgetary, personnel, curriculum, instructional and parent responsibilities. The effective school research supports the idea that since the school is where education really takes place, those functions which directly serve to make the school program succeed should be centered in the school building. The concept of "school-based management" may be useful to local school districts as they refocus on their management structure over the next decade.

TEACHING EXPERIENCE PROVIDES THE FOUNDATION OF KNOWLEDGE AND SENSITIVITY TO THE UNIQUE MISSION OF EDUCATION AND IS AN ESSENTIAL COMPONENT TO THE PREPARATION FOR AND CREDIBILITY OF THE PRINCIPALSHIP

3.1 Teaching experience is an essential component in the preparation for the principalship.

Rationale: The purpose of school is learning and the primary means to that end is teaching. Through the act of teaching, an individual's perceptions of school as a place of learning are no longer framed by experiences as a student, a parent, or concerned citizen. Teaching provides an opportunity to work with children at critical stages in their development and applies the knowledge and skills associated with education. Teaching is where one learns the fundamentals of the trade, where one develops

and practices techniques of the profession and is usually the entry point to the profession.

There exists no research or evidence which concludes that teaching experience does not prepare a candidate for the principalship. There is widespread support from practitioners that teaching experience ranked as the most valuable preparation for the principalship ahead of on-the-job clinical training, graduate study and other factors. In education, knowing one's field means teaching. It is legitimate to expect that the educational leader of a school will be an educator, just as the dean of the law school will be a lawyer, the dean of a medical school will be a doctor, the dean of a college will be a professor/scholar, or the chief of staff in a hospital will be a doctor.

3.2 The state and the profession share a mutual interest in assuring that principals are committed to the mission of education and are credible educational leaders.

Rationale: The principal must have a sense of the purpose of a school and be committed to the mission of education. Without this sensitivity or commitment, the principal will be unable to provide the visionary and symbolic leadership necessary to achieve excellence. Principals by virtue of their legal status have the authority to be the leader.

To maintain authority, to function, and to succeed as the educational leader, principals must have credibility with their followers. The state has a paramount interest that leadership positions be held by highly competent leaders who are committed to the goals of education and can lead students to high achievement and schools to excellence. This helps to legitimatize state licensure. Principals earn credibility as leaders in many ways. They earn credibility as educational leaders through their experience as teachers working with students, working with curriculum and instructional materials, experiencing both success and failure as an instructor, and communicating with parents.

The principalship as a profession is either enhanced or diminished by the quality and effectiveness of its members. There is wide spread belief that a principal is more likely to be an effective educational leader if he has teaching experience. The profession must support teaching experience as a requirement for certification for principals.

3.3 Teaching experience should be maintained as a state requirement for certification as a principal.

Rationale: The Department of Education's proposal to eliminate the 3 year teaching experience requirement is based on unproven assumptions that it is not essential, that the skills needed to be a principal are not the same as those needed by a teacher, and that the principal's leadership functions as a supervisor and evaluator are generic and do not require specialized knowledge. The state proposes that a candidate's internship program will provide sufficient training and familiarity with teaching where necessary. Other states which have altered their certification programs have retained or increased the teaching requirement. Eliminating teaching experience as a requirement suggests to the lay person that teaching is not important and that principals are not educators but managers. Maintaining the requirement suggests to the non-educator that teaching is important and that principals are educational leaders. This requirement is no more a barrier to the principalship than requiring a master's degree. It is in the state's interest to promote the importance of teaching and its professional status. Teaching experience as a requirement for principal certification serves this interest.

3.4 It is appropriate to evaluate the definition of teaching experience and investigate the alternatives to the quantitative 3 year standard.

Rationale: The Department of Education's proposal on teaching experience is a challenge which principals, individually and collectively, must evaluate and address. The 3 years of teaching experience corresponds to the number of years required to receive tenure and is a standard easy to assess. The only quality standard attached to teaching experience currently is that it be "successful" teaching experience. Now is the time to investigate and examine the possibilities of defining teaching experience in new ways. Identifying the value of specific teaching experiences and the impact on the principalship is a first step in developing alternatives. Alternatives might include identifying indicators an evaluator would use as a basis for certifying a "successful experience" or developing a criteria of completed tasks and accomplishments that are identified as meaningful to the preparation for the principalship.

THE RESHAPING OF THE PRINCIPALSHIP IS A COLLABORATIVE EFFORT TO DEVELOP AND IMPLEMENT PLANNED CHANGE.

4.1 PSA must continue to pursue opportunities to initiate and cooperate with other statewide groups and interested parties in developing training programs for principals and prospective principals.

Rationale: PSA is the statewide association to which most of the state's principals, vice-principals and supervisors belong. It is the association's responsibility to develop and seek out programs and funds which will assist principals in their professional growth. The association's resources alone cannot support all of the programs and projects needed to assist members to become, remain and improve as educational leaders. Recognizing this we have collaborated with the New Jersey School Boards Association to sponsor and bring the NASSP Assessment Center to New Jersey. We helped to organize a consortium of Rutgers University, the School Boards Association, the Assessment Center, and Corporate CEO's to seek and receive the federal LEAD Grant. The Association's Education Foundation, a recipent of substantial private grants, has provided intensive training in management/leadership skill development and urban assistance programs. As membership in the profession changes in the next decade, the Association must be prepared to meet the needs of members new to the principalship.

4.2 Efforts at the state level to reform/reshape the principalship should include collaborative input and advice from practicing principals. When it is evident, as it is in New Jersey, that principals want to be leaders in reshaping their profession, the state should give them every opportunity to at least be equal partners in reshaping the principalship.

Rationale: Principals know the role and function of the principalship. They know what is expected and they know how the position could be improved. More importantly, practitioners recognize the cautions and problems and are preparing for change in the principalship. Principals are educational leaders and they have worthwhile ideas and suggestions on the reshaping of the principalship. They are the people who will become the "new" principals or who are in the position to recognize, encourage and assist others to become tomorrow's principals.

The current proposal of the Department of Education on principal certification was conceived and developed within the Department, after which practitioners were asked to respond. Principals in New Jersey have demonstrated their commitment to recognizing emerging responsibilities and assisting principals in their development and application of new skills. An expertise exists which has gone untapped in the planning stages. States like Florida, Maryland, Illinois, and Georgia, on the other hand, involved the professionals from the point of conception and utilized their expertise. The inclusion of practicing principals made their reform efforts collaborative and proactive endeavors worthy of duplication.

4.3 Principals should seek out ways to establish cooperative ventures to reshape the principalship at the local level.

Rationale: The reshaping of the principalship will not succeed simply by imposition of new certification requirements nor by the state association's professional development efforts. Principals, superintendents, boards of education, and the local educational communities must reevaluate the role and functions of the principalship in their districts. More importantly, principals should reassess their personal role and function. With over 600 school districts, considerations such as selection of principals, establishment of job descriptions, expectations and standards of performance, and compensation are very discretionary and parochial. Principals must open avenues of communication with their superiors. Local boards of education and superintendents must identify methods to support and provide assistance to principals in order to achieve more effective schooling.

THE GRADUATE PREPARATION PROGRAMS FOR CANDIDATES PURSUING THE PRINCIPALSHIP MUST BE DESIGNED TO INCLUDE ACADEMIC AND PERFORMANCE-BASED PROGRAMS CONCENTRATING ON THE KNOWLEDGE, SKILLS AND ABILITIES ESSENTIAL TO THE PRINCIPALSHIP AND SHOULD BE MORE INVOLVED IN THE RECRUITMENT, SELECTION AND CONTINUED EDUCATION OF PRINCIPALS.

5.1 Graduate programs must assess their current programs and revise their master's degree programs based on the knowledge, skills and abilities critical to the principalship.

Rationale: The New Jersey Principals and Supervisors Association supports the idea that the formal preparation of principals should not be limited to the schools of educational administration. Programs in graduate schools of education and graduate schools in administration can pool resources and have their programs approved by the Department of Education upon demonstration that the programs reflect an appropriate balance which ensures a reasonable foundation in education, leadership and management. This would include knowledge of mental development, theories of learning, curriculum development, leadership, organizational theory, human relations, and school law. Basic leadership and management skills such as decision-making, problem solving and allocating resources should be incorporated into the programs.

Ideally, programs will blend the best from the schools of education and the schools of business and management and develop offerings in areas currently lacking. It will also mean that courses which develop technical skills (i.e. budgeting, operating school buildings) will be deemphasized or eliminated from the formal study and will be included in on-the-job training or clinical experiences such as the internship.

5.2 Graduate programs must redesign their programs incorporating the principles of adult learning and utilizing more performance-based learning activities.

Rationale: Studies of graduate preparation programs have relied on the observations and perceptions of school principals since limited research exists to document the significance of current graduate programs. Surveys of principals have revealed that the formal preparation programs, for the most part, are inadequate, do not accurately reflect the tasks of the principalship, violate the principles of adult learning and are academic rather than skill and performance-based.

Improvements to the programs would include less lecture, independent reading and writing and more interaction with other principals, opportunities to apply knowledge and skills using simulation techniques, case studies, group processes and clinical experiences. The graduate practicum or internship is a typical approach to performance-based learning activities. Such shifts in the delivery of instruction and the program design will enable the graduate programs to better prepare candidates for the academic and practical world of the principalship.

5.3 Graduate programs have a significant interest in assuring that those who enter their programs are committed to education and are capable of educational leadership and that those who exit their programs remain committed to education and become more proficient as educational leaders.

Rationale: The selection process for the principalship begins with the choice of those who enter graduate programs for the preparation of the principalship. Some colleges and universities have begun to use pre-assessment instruments based on the NASSP Assessment Center criteria. Such activities provide new graduate students and the graduate programs with diagnostic information which is useful in designing individualized courses of study based on ability and skill achievement in areas crucial to the principalship. As more prospective principals participate in the assessment process, areas of personal and program weaknesses will be identified. Colleges and universities should be prepared to offer programs and courses of study that will help to meet the in-service training/continuing educational needs of the profession. Conceivably, such programs would not always be for course credit and might be collaborative efforts with other groups with significant interest in professional development such as the New Jersey Principals and Supervisors Association, the Department of Education and the U.S. Department of Education.

STATE CERTIFICATION REQUIREMENTS SHALL BE BASED ON THE KNOWLEDGE, SKILLS AND ABILITIES ESSENTIAL TO THE PRINCIPALSHIP AND SHALL INCLUDE A WELL STRUCTURED PREPARATION PROGRAM AND EVALUATION PROGRAM DESIGNED TO ASSESS AND ASSURE INDIVIDUAL COMPETENCE IN EDUCATIONAL LEADERSHIP AND MANAGEMENT SKILLS.

6.1 Principals, professors of educational administration, experts in the fields of leadership and management science and other appropriate experts should identify the essential knowledge, skills and abilities critical to the principalship in New Jersey. This would provide the Department of Education with a basis from which to revise and plan its certification requirements.

Rationale: It is important that principals be involved in the identification of the knowledge, skills and abilities critical to the principalship. Practitioners are the individuals with the on-the-job experience to recognize the demands of the position, the changes in the position, the inadequacies in their personal educational preparation programs, and expectations for the future. Principals are sensitive to the importance of the principalship to the success of a school and welcome opportunities to participate in activities that lead to positive change and promise improvements in education.

It is also important that professors of educational administration who have traditionally been the academic instructors for potential principals be involved. They know what the research and current program offerings can provide to the present and future candidates for principal certification. Changes in the requirements for licensure directly affect their programs. Experts in leadership and management science can also be of great assistance because they can provide guidance and information on what generic theories and skills are relevant to education. With the assistance of the principals and educational professors these experts could apply these theories and skills to the unique enterprise of education. Other appropriate experts might include experts in adult learning, assessment and evaluation procedures, and state department personnel.

Only through a collaborative effort of the above groups of experts can the state truly have consensus and an accurate description of the knowledge, skills and abilities essential to the principalship. To seek less input, such as reviewing the literature only, lacks the broad perspectives necessary to develop comprehensive plans for reform. Such collaboration should begin the process of investigation into certification reform. It provides the rationale for change and the interest of various parties to assist in the implementation of change.

6.2 The certification of principals must be based on the successful completion of a comprehensive graduate program of study which results in the acquisition of a master's degree in educational administration, business administration,

public administration, education, or a teaching field. The approved program of study must incorporate the essential knowledge and skills for the principalship as developed by the Department of Education.

Rationale: A comprehensive, well structured program based on the essential qualifications for the principalship will best provide candidates with the necessary education and training for the principalship. Such a program assures that all students will have a balanced background which focuses not just on management or technical and human relations skills, but on all the integral areas of concentration crucial to the preparation of principals. Students who take individual courses often design their program of study around concerns such as course availability, personal interests, and the professor's reputation. Such design based on self-selection does not assure that the candidates are receiving the best preparation for the principalship. Taking specific courses without the structure of a formal, graduate degree program (course/credit gathering) cannot assure the quality or the depth of the preparation program and should be eliminated as a method satisfying state certification requirements.

6.3 All candidates for principal certification shall be required to pass a written examination which measures the knowledge, skills and abilities essential to the principalship.

Rationale: Testing has become an acceptable as well as a reliable and valid method of measuring an individual's basic knowledge, skills and abilities. Since candidates for the principalship in New Jersey are most likely to receive their graduate preparation from a variety of colleges and universities, both in and out of the state, a written examination can standardize the qualification of the candidates for the state's purpose, certification. The contents and scope of the exam will also provide guidance to colleges and universities as to the emphasis and expectations of candidates for the certificate in New Jersey. Results of such tests can also provide graduate programs with indicators of how effective their programs are in preparing candidates in the essential knowledge and skills for the principalship.

This latter point should not be the reason for instituting the test. It should not be test results which dictate program, but the state's identification of the essential knowledge, skills and abilities required for the principalship. The purpose of the test should be clearly understood by the authorities administering the test. The use and the dissemination of the test results should be dictated by the state's purpose and specified clearly before development and implementation.

The state has an obligation to the taxpayers to investigate all possible test sources to determine the type of test which best meets the certification criteria and which is the best financial investment for the state. The content and scope of the test should concentrate on all the areas crucial to the principalship as identified by the experts noted in 6.1.

6.4 All candidates for the principal's certificate shall complete a validated assessment process based on the criteria of the NASSP Assessment Center with the individual results available upon request to any local board of education or as authorized by the individual candidates.

Rationale: The assessment center, as developed by NASSP, is a nationally validated process of assessing knowledge and skills of prospective principals. The 12 skills are generic to the principalship and are assessed utilizing a variety of measurement techniques such as simulations, in-basket exercises, and written and oral communication activities. The Assessment and Development Center of New Jersey is the authorized agency for the NASSP Assessment Program and is also participating in the federally funded LEAD Program. The assessment program diagnoses the strengths and weaknesses of candidates in the 12 skill areas, while providing school districts with an objective assessment of candidates' performance in positions of leadership. This process will improve the selection and professional development of those who lead our public schools, and therefore raise the quality of education in New Jersey. Requiring an assessment before certification helps assure that the most qualified individuals will advance to the principalship. The assessment process also provides an alternative method to measure the competencies of individuals to perform the tasks required in the principalship through an intensive, three day evaluation.

6.5 All candidates for the principal certificate shall satisfactorily complete a well structured, comprehensive state endorsed internship under the supervision of a principal mentor.

Rationale: While academic ability, teaching experience and skill potential are indicators of later administrative success, the assessment of candidates' performance in the complete range of tasks assumed by a principal in a school setting is a more assured means of predicting proficiency in the position of principal.

A well structured internship should be at least a full-time position for one-half year or a half - time position for a full year during which a candidate for the principalship is assigned and supervised by a qualified principal mentor. The tasks assumed by the intern and criteria for evaluation of the intern's competency shall be founded upon the knowledge, skills and abilities identified as essential to the principalship. The internship will afford the prospective principal the opportunity to translate theory into practice in the real world of the school. The internship program is not intended to be the traditional culminating activity of a graduate school program, rather it shall be the final step in the process of qualifying for a principal certificate in New Jersey.

University instructors, like principals, shall have significant input into the design and implementation of the internship in New Jersey. Questions which focus on the administrative details, district participation and financial support for the internship shall be carefully considered. The success or failure of the internship will depend upon the specificity and practicality of the program's details.

Just as the internship is not intended to supplant graduate study, neither is it intended as a substitute for substantial teaching experience. The internship should not be the first opportunity the candidate for the principalship has had to work in education; it more likely will be the candidate's first opportunity to work as the quasi-educational leader of a school and demonstrate competency performing the functions of the principalship.

6.6 All individuals certified as school principals at the time of the adoption of new certification requirements shall remain fully certified and shall not be required to satisfy the new requirements.

Rationale: It has been the practice of this state to grandfather all currently certified personnel and not require such individuals to meet new state requirements. New Jersey issues lifetime permanent certificates in teaching and administration. To require currently certified personnel, whether or not in the position of principal, to satisfy new requirements is unfair and impractical. Furthermore, those individuals who have begun their preparation for the principalship and are pursuing certification should not be required to meet requirements which have yet to be developed, such as a written examination or the internship.

PRINCIPALS AND THEIR PROFESSIONAL ASSOCIATIONS MUST REAFFIRM THEIR COMMITMENT TO THE ACQUISITION OF NEW KNOWLEDGE, SKILL DEVELOPMENT, AND INCREASED COMPETENCY THROUGH CONTINUING EDUCATION (PROFESSIONAL DEVELOPMENT).

7.1 Principals must continue their education and training if they are to fulfill the changing and emergent responsibilities of the principalship.

Rationale: Characteristic of a profession is the responsibility of the members of that profession to remain current in the research and literature, to seek opportunities to learn and apply new skills, to appreciate change as a positive experience, and to have a vision of what the future can and will be. This is described as professional development or continuing education.

Individual reading, participation in workshops, seminars and conferences and personal academic study beyond the master's degree are typical vehicles for professional development. While business and industry spend approximately three times as much on education, both in effort and money to develop its human resources, principals are constantly forced to justify the need for their continued education because there is little support for the development of the profession at the local level. Principals should negotiate with their superintendents and boards of education to establish policies and provide financial support for principals to continue their education. Districts should be encouraged to participate in the Assessment and Development Center of New Jersey, bring comprehensive programs to the district or to a consortium of districts, or provide principals with recognition and compensation for high achievement. Principals must seek out opportunities to share experiences and learn from others. Principals should improve themselves as they assist candidates or newcomers to the profession.

7.2 The principals' professional associations shall continue to provide their members with the professional development opportunities designed to improve performance in the position and to strengthen the educational leadership role and functions of the principalship.

Rationale: The professional associations include, but are not limited to, local district associations, county associations and state associations. The state association by virtue of its size, contacts and insight in the emergent issues is best able to provide principals with continuing education programs, written materials, and references for further research. The state association also views its role as the voice of the profession when significant issues affecting the profession arise. In New Jersey, the New Jersey Principals and Supervisors Association continues to seek funding--both private and public--to further these goals. Recognizing that the association is not alone in its concern and interest in having highly qualified and competent educational leaders in our schools, PSA has developed collaborative efforts with the state school boards association, strong business interests (CEO's from many of New Jersey's largest businesses and industries), universities, the Assessment and Development Center of New Jersey and the State Department of Education. The local and state associations encourage their members to participate in state programs and activities such as those developed by the State Academy for the Advancement of Management and Teaching. These current efforts are still in their development or implementation stages.

As New Jersey looks to the future of principal certification reform, the need to strengthen the educational leadership role is paramount. The state association will continue to provide information and focus on the significance and the definition of the principal as the educational leader. The state has a strong interest in assuring that those individuals in the principalship become more competent in providing the leadership necessary to create excellent schools.

7.3 It is important that specific continuing education programs designed to assess, refresh, improve, and develop new skills be available for prospective principals who are currently certified but are not in principal positions.

Rationale: Those individuals who are currently certified as principals but who have never been principals have the same responsibility to the profession to remain current and to improve their skills, if they intend to become principals. The state professional association is in the best position to develop additional professional development programs specific to these members' needs. In addition, collaboration with the Assessment and Development Center of New Jersey and implementation of the LEAD Grant proposals will begin to address this void in the training and development of aspiring principals. The profession should also look to the state for development in this direction as well. We cannot assume that all "new" principals will enter the profession under the new process since many cer-

tified but non-practicing principals are in the available pool of candidates. We must offer assistance and opportunities to these aspiring principals as well.

THE PRINCIPALSHIP AS A PROFESSION WILL BE ENHANCED BY A WELL-STRUCTURED AND MORE OBJECTIVE SELECTION PROCESS

8.1 Principals, school districts, colleges and universities, and the state department of education each have an important role in the identification of potential candidates for the principalship.

Rationale: Principals supervise and evaluate teachers and are best able to recognize an individual's potential for leadership. Principals, through dialogue, can assess a person's interest, answer questions and encourage or discourage an individual's pursuit of principal certification. The principal can provide limited opportunities for interested individuals to perform administrative and leadership tasks.

School districts can support and encourage their principal's search for potential leaders. Districts can pay college tuition and expenses and negotiate pay increases for college credits and other continuing education work.

School districts can participate in the assessment center. Colleges and universities could establish or should consider screening candidates for principalship programs through pre-assessment instruments similar to that which Rutgers University is developing.

The state department can encourage districts to seek out potential candidates. The state's sensitivity to affirmative action should be an impetus to publish guidelines on selection practices which do not discriminate but encourage the increased selection of minority and female candidates.

8.2 More districts should participate in the Assessment and Development Center of New Jersey. This program is the authorized agent to use the NASSP Assessment Center Program and can provide districts with valid indicators of an individual's potential to be a successful principal.

Rationale: The NASSP program is operating in over 40 states. It is designed as a screening device for candidates for the principalship and has successfully been used for that purpose. The fact that the project has been

validated and results are reliable, provides a solid base from which to judge a candidate's potential. This is the program the New Jersey Commissioner has suggested be the strand or tie that binds the certification program together.

8.3 Principals should initiate efforts at the local level to develop procedures and criteria for the selection of candidates for the principalship.

Rationale: As the exodus of principals from the profession is very real and near, it is important that districts develop procedures for the selection of candidates. Policy and procedures can make the selection process more objective, less partial to insiders and consistent with job expectations. Principals can be instrumental in moving their districts towards a more defined selection process by identifying potential leaders, assisting in developing new job descriptions and encouraging districts to participate in the assessment process.

SECTION IV

A Message to the Profession

A MESSAGE TO THE PROFESSION

The second wave of educational reform is upon us. A very important aspect of this second wave of reform is the future of educational leadership in America. Traditionally, the position of principal has been one of respect, one of authority and one of master teacher. This second wave of reform is taking a new look at the principalship. The nation is asking, "What do principals do, what should they do, and how shall we assess the quality of their performance?" States are recognizing the very real significance of the principalship as it relates to student achievement and excellence in education and are seeking ways to increase the assurance that qualified and competent individuals become principals. Principal associations appreciate this new focus and are developing plans to provide meaningful input and leadership in the reform efforts. Principals and prospective principals view this as an opportunity to enhance the profession, reestablish priorities and reap the benefits of improved education and training programs. Schools and students represent the benefactors in this second wave of reform.

In this monograph, we have tried to provide the profession with insight into the scope of the second wave of reform, the admonitions of improvement, the parameters of reform and the issues arising within the context of reform. Clearly, principals as individuals and the profession as a whole have vested interests in what shape the principalship will take in this next decade. This next decade will experience an influx of "new" principals, those educated and trained under new certification requirements and whose role and function may be significantly altered from that of today's principal. Principals and their professional associations have many options and degrees of involvement from which to choose their course of action. But

act we must. Whether you choose to be in the forefront and challenge the curl of this wave or choose to participate and ride the wave, the principalship is being reformed--reshaped.

The principal is the educational leader of the school. This guiding philosophy encircles the reshaping of the principalship. In New Jersey, the significance of the principal as the top educator and the school leader is being eroded by the premise that the principal is a school executive trained in management and leadership science. The initial proposal of the Department of Education has been interpreted to mean that anyone trained in management would be able to pursue certification and seek employment as a principal. New Jersey's concerns for the resolution of this issue may not be identical to those of other states. Section 3 is offered as an illustration, not a prescription. Nevertheless, the possibility exists that at the end of this decade, the principal will not be viewed as the educational leader but rather as the school's manager. PSA believes that it is important to reaffirm the profession's commitment to the emphasis on the principal as an educator and leader first and then a manager.

If there is any message in this monograph, it is that the future of the principalship will either reflect or be devoid of the thinking and convictions of the professionals. This direction will depend upon the responsiveness of the members of the profession, both individually and collectively. The opportunity to make a significant and positive impact on reshaping the principalship is present now. We must not sit idly by and permit our profession to become engulfed by the wave of the future. We must recommit ourselves to the ideals for which the principalship stands. Now is the time to exert the leadership which will command the respect, not only of those who are practicing principals, but also of those who aspire to the principalship and of those forces which will influence the future direction of the principalship.

NOTES

APPENDIX

A. The 12 Skills of the NASSP Assessment Center Program

B. Where to go for Further Information

APPENDIX - A

THE 12 SKILLS OF THE NASSP
ASSESSMENT CENTER PROGRAM

"Assessment was never designed to replace the traditional methods but rather to supplement them with a profile of behavorial data."

Paul W. Hersey
Director, National Assessment Project

"NASSP does not consider the 12 skills examined in the Assessment Center as the full range of professional competencies required for the principalship. The application of these skills is assumed to take place by an educator in an educational setting."

Scott D. Thomson
Executive Director, NASSP

SKILLS	DESCRIPTION

1. PROBLEM ANALYSIS:
Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.

2. JUDGMENT:
Ability to reach logical conclusions and make high quality decisions based on available information; skill in identifying educational needs and setting priorities; ability to evaluate critically written communications.

3. ORGANIZATIONAL ABILITY:
Ability to plan, schedule, and control the work of others; skill in using resources in a optimal fashion; ability to deal witha volume of paperwork and heavy demands on one's time.

4. DECISIVENESS:
Ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly.

5. LEADERSHIP:
Ability to get others involved in solving problems; ability to recognize when a group requires direction, to interact with a group effectively and to guide them to the accomplishment of a task.

6. SENSITIVITY:
Ability to perceive the needs, concerns,and personal problems of others; skill in resolving conflicts; tact in dealing with people concerning emotional issues; knowing what information to communicate and to whom.

7. STRESS TOLERANCE:
Ability to perform under pressure and during opposition; ability to think on one's feet.

8. ORAL COMMUNICATION:
Ability to make a clear oral presentation of facts or ideas.

9. WRITTEN COMMUNICATION:
Ability to express ideas clearly in writing; to write appropriately for different audiences--students, teachers, parents, et al.

10. RANGE OF INTEREST:
Competence to discuss a variety of subjects--educational, political, current events, economic, etc.; desire to actively participate in events.

11. PERSONAL MOTIVATION:
Need to achieve in all activities attemped; evidence that work is important to personal satisfaction; ability to be self-policing.

12. EDUCATIONAL VALUES:
Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.

APPENDIX - B

Where to Go For Further Information

Education Commission of the States
Reports relevant to principal reform include:

Time For Results, The Governor's 1991 Report on Education (Aug. 1986)
Speaking on Leadership (July 1987)

Available from: National Governors' Association
Hall of the States
444 North Capitol Street
Washington, D.C. 20001-1572

The Next Wave, A Synopsis of Recent Education Reform Reports (Feb. 1987)

Available from: ECS Distribution Center
1860 Lincoln Street
Suite 300
Denver, Colorado 80295

New Jersey

The Preparation and Certification of School Principals in New Jersey (Nov. 1986)

Report of the Management Science Panel (Oct. 1987)

An Internship for Preparing School Principals (June 1987)

Available from: New Jersey State Department of Education
225 West State Street
CN 500
Trenton, NJ 08625

Series of Research Advisories on Principal Certification in New Jersey

Volume 1: The Assessment Center
Volume 2: Certification Test
Volume 3: The Internship
Volume 4: The Degree Requirement

Available from: New Jersey Principals and Supervisors Association
1479 Pennington Road
Trenton, NJ 08618

Florida

Guidelines for Preparing New Principals
certification regulations and other relevant materials are available, The Florida Council on Educational Management (March 1985)

Available from: State of Florida
Department of Education
Knott Building
Tallahassee, Florida 32399

Maryland

Improving the Effectiveness of School-Based Administration in Maryland

Report of the Maryland Commission on School-Based Administration (Feb. 1987)

Available from: Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Southern Regional Education Board

Reports include:

The Preparation and Selection of School Principals Lynn M. Cornett (1983)

Effective School Principals (1986)

A Progress Report and Recommendations on Educational Improvements in the SREB States (1987)

Available from: SREB
1340 Spring Street, N.W.
Atlanta, Georgia 30309

Other States

To get information from states on what each is doing in the way of principal reform, contact the individual state Department of Education (For specific information on certification, direct inquiries to "Teacher Preparation and Certification") or the state's principals association(s). Addresses of the principals associations are available from NAESP or NASSP.

Leadership

Series on **Leadership** by John W. Gardner. There are 7 papers published as of this printing.

Available from: Leadership Studies Program
Independent Sector
1828 L. Street, N.W.
Washington, D.C. 20036

NASSP Assessment Center

Information Packet on NASSP Assessment Center is a very comprehensive introduction to the purpose design, validation, application of the assessment process. Also includes information on the Springfield Development Program.

Available from: NASSP Assessment Center
National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091

The Selection Process

A concise booklet and accompanying computer software package on the principal selection process.

Principal Selection Guide

Office of Educational Research and Improvement, U.S. Department of Education (June 1987)

Available from: Information Services
555 New Jersey Avenue, NW
Washington, D.C. 20208

The National Commission on Professional Standards for the Principalship. Chaired by Terrel H. Bell; Report in development stage.

Available from: Dr. Scott D. Thomson, Executive Director
NASSP
1904 Association Drive
Reston, VA 22091

Performance-Based Learning

Performance-Based Preparation of Principals, A Framework for Improvement

A special Report of the NASSP Consortium for the Performance-Based Preparation of Principals (1985)

Available from: National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091

Profile of a Principal

Research statistics and principal proficiencies for elementary and middle school principals are available from:

National Association of Elementary School
Principals
1615 Duke Street
Alexandria, VA 22314-3483

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